

Summer 2017

Perspectives Volume 5: Number 2, Summer-Fall 2017

College of Health Care Sciences

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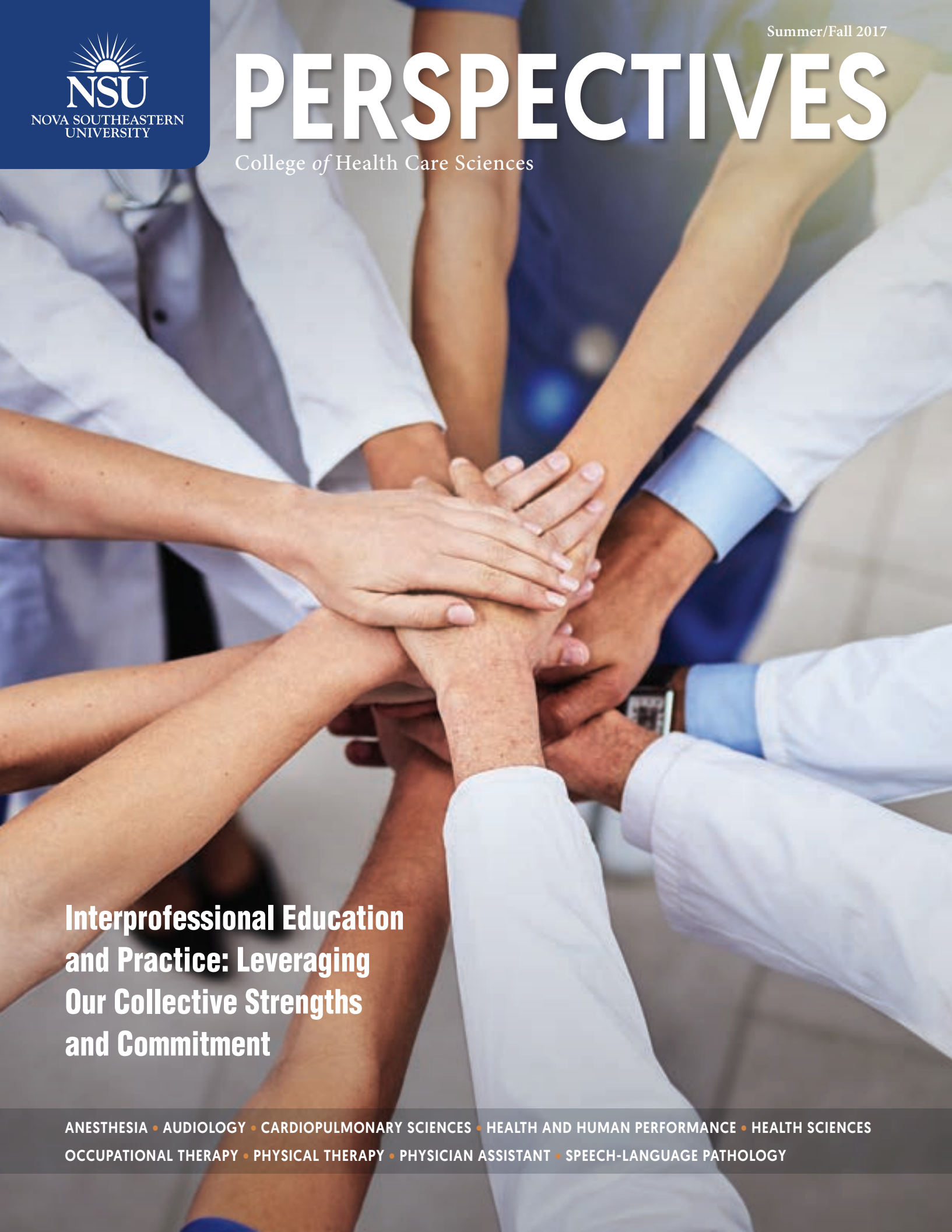
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PERSPECTIVES

College of Health Care Sciences



**Interprofessional Education
and Practice: Leveraging
Our Collective Strengths
and Commitment**

ANESTHESIA • AUDIOLOGY • CARDIOPULMONARY SCIENCES • HEALTH AND HUMAN PERFORMANCE • HEALTH SCIENCES
OCCUPATIONAL THERAPY • PHYSICAL THERAPY • PHYSICIAN ASSISTANT • SPEECH-LANGUAGE PATHOLOGY

PERSPECTIVES

Summer/Fall 2017

Volume 5, Number 2

NOVA SOUTHEASTERN UNIVERSITY

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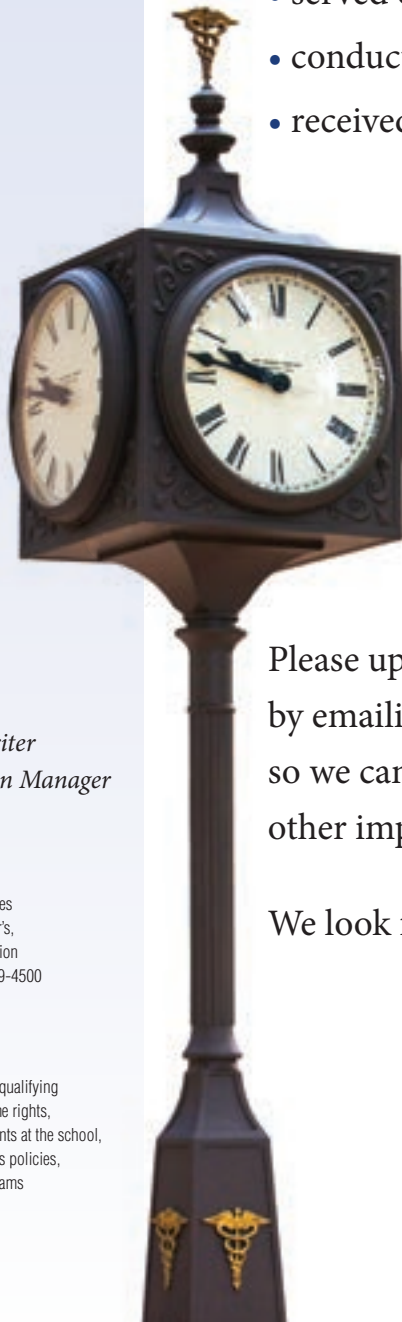
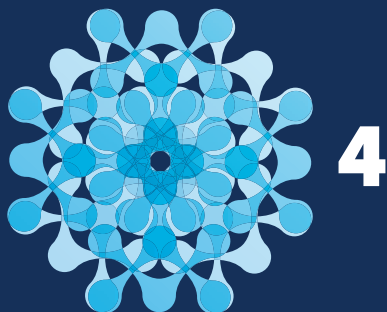


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Dean's Message

STANLEY H. WILSON, Ed.D., PT, CEAS



“Alone we can
do so little;
together we can
do so much.”

—HELEN KELLER

THE WORLD HEALTH ORGANIZATION defines interprofessional education (IPE) as an experience that “occurs when students from two or more professions learn about, from, and with each other.” Such an educational approach is generally in contrast to how most health education programs prepare students for practice.

Correspondingly, health care practitioners largely lack the skillset needed to collaborate with different disciplines in patient care. Research, however, indicates that education and practice emphasizing a team approach potentially improve the quality and delivery of care rendered to patients and clients.

The Institute of Medicine of the National Academies postulated in a 2013 report that patient care is enhanced when students and practitioners are appropriately trained to deliver interprofessional care. The clarion call in today’s health care marketplace is for health care professionals to work more closely together as team members, eschewing the individualism and silo management health care practice generally promotes. Appropriately, the drive toward IPE and practice has taken on greater importance in recent years.

The College of Health Care Sciences is uniquely positioned to advance such initiatives. With 10 clinical disciplines represented among its many offerings, and clinical services provided in audiology, occupational therapy, physical therapy, and speech-language pathology, the college’s academic and clinical programming offers tremendous prospects for interprofessionalism.

Significantly, opportunities also abound for collaborative and interprofessional ventures among and with other disciplines in the NSU Health Professions Division. Partnerships with students in allopathic medicine, dental medicine, nursing, optometry, osteopathic medicine, and pharmacy programs provide additional possibilities for IPE endeavors.

Finally, to our students, alumni, faculty and staff members, administrators, benefactors, and supporters, as you leaf through this edition of *Perspectives*, I encourage you to embrace the vision of supporting a college that exudes interprofessionalism in education and clinical care. ●

Interim Chancellor's Communiqué

IRVING ROSENBAUM, D.P.A., Ed.D., M.P.A.



DURING THIS INTERIM LEADERSHIP PERIOD, it is important for the Health Professions Division (HPD) to maintain the momentum it has established through the years. We are commencing projects that have been planned for years and initiating new endeavors, which is why it is important not to disrupt this progress.

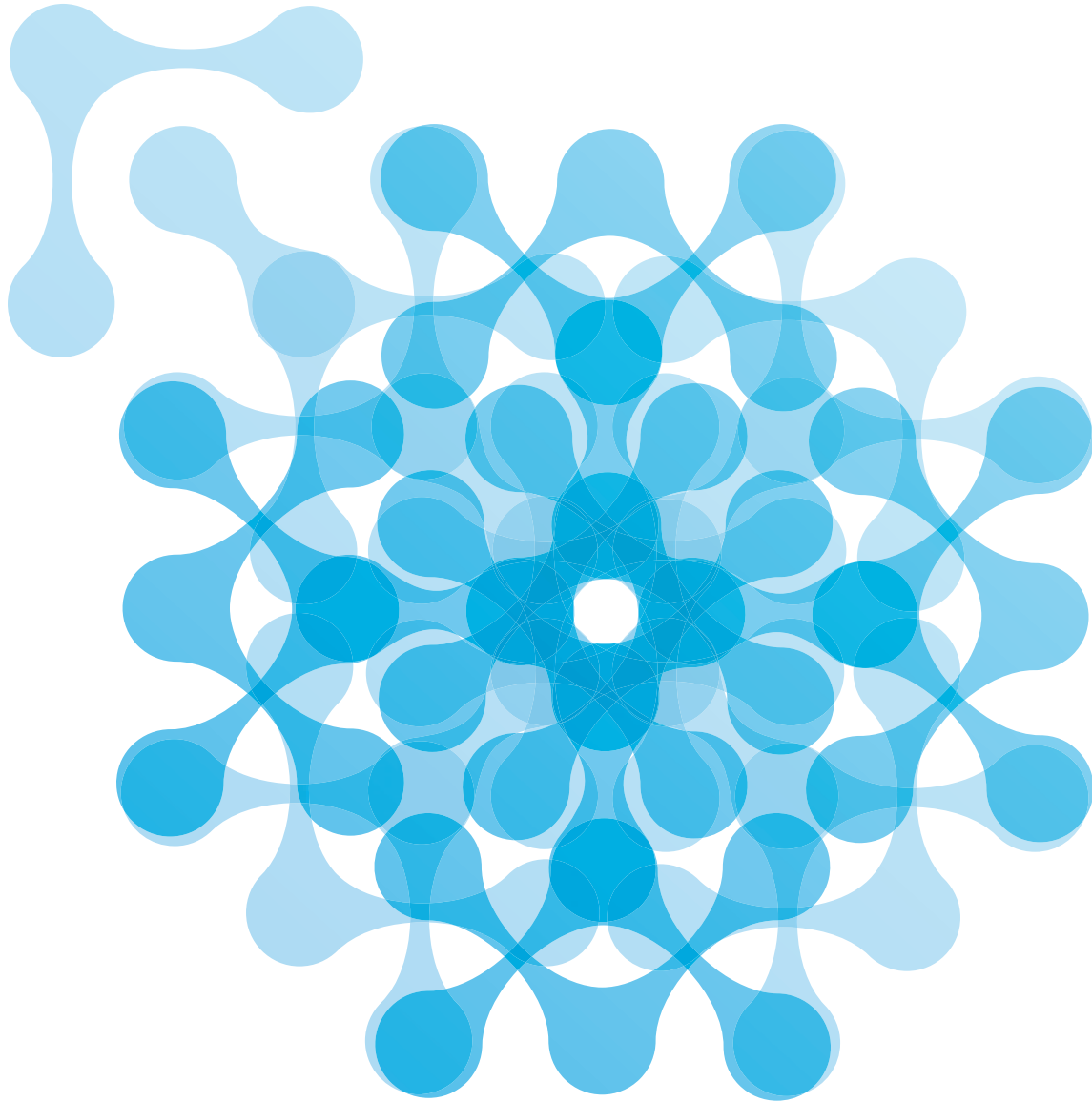
Frederick Lippman, R.Ph., Ed.D., who has been appointed as NSU interim executive vice president and chief operating officer, and I have been working together for more than 20 years and will continue to work collaboratively on issues related to the Health Professions Division. As a result, we will continue to progress consistently at the HPD without disruption.

NSU is on track to realize its potential as a major university, while at the HPD, new facilities are being constructed and planned. Expansion is in the works as we seek to serve our students and faculty and staff members better and meet the increasing needs of health care education in our community.

We are continuing our focus on research and our work on the new College of Allopathic Medicine. Additionally, the HPD has made significant progress related to the new hospital and Academical Village that will be built on the Fort Lauderdale/Davie Campus, and in achieving the goals outlined in Vision 2020.

As we look to the future, we should recognize those who had the vision to plan and assemble the resources to get the Health Professions Division to its current state of excellence. They faced many challenges and had the determination to complete the task.

I look forward to working with the HPD deans, faculty and staff members, and students to continue our progress. ●



Interprofessional Education and Practice

By Terry Morrow Nelson, Ph.D., Assistant Dean of Student Affairs

INTERPROFESSIONAL EDUCATION [IPE] is an essential pedagogical strategy for assisting emerging health care professionals to prepare to practice in a complex and fractured health care environment. IPE involves experiential learning opportunities that engage students with peers from professions different from their own to promote understanding of each other's scope of practice and how each profession can work together to serve overall patient needs. Research has shown that interprofessional teams reduce medical errors, lower costs, and improve the quality of patient care.

The College of Health Care Sciences [CHCS] is committed to preparing the highest quality health care professionals. In line with this commitment, the college has created committees focused on researching and implementing the best practices in health care education. Best practices committees in the college include interprofessional education, hybridization, standardized patients, clinical education, and simulation.

“Interprofessional education is an essential pillar of medical education. It facilitates student-to-student learning, enhances communication skills, promotes professional relationships, and readies students for collaborative practice,” said Suzie S. Wolf, M.S., PAS, PA-C, assistant professor and chair of the Interprofessional Education Best Practices Committee. “The transition from the classroom to clinical setting, and the ability to participate in interprofessional practice, is enhanced by a prior exposure to interprofessional education.”

This article focuses on the work being done in the college involving interprofessional education and practice.

Leveraging Our Collective Strengths and Commitment

Research shows that the most successful individuals, organizations, and systems work to identify their strengths and leverage those assets toward increased and expanded success. The CHCS, which has 29 academic programs spanning 11 professions, is engaging students and faculty and staff members across these programs and professions to maximize the collective wisdom, skills, and unique perspectives.

Interprofessional education initiatives in the college are being carried out in a variety of ways. Some are happening within the classroom through common curricular experiences, while others are occurring in the community through service-learning experiences. One concern

expressed often by faculty members nationally is that it can be very difficult to coordinate schedules and curricula to carry out this well-known best practice.

The CHCS worked diligently to overcome these obstacles and has implemented initiatives across professions, as well as across campuses. A few examples of these experiences are discussed below.

Diverse Interprofessional Experiences

During the past five years, the Fort Myers Physician Assistant [PA] Program has hosted an interprofessional service day for migrant workers and their families in Immokalee, Florida. It is called Project S.E.E.D.—Serving Everyone, Embracing Diversity. During the past two years, the Fort Myers PA Program has partnered with the Fort Myers Nursing Program to create a true interprofessional education and collaboration experience.

The students and faculty members work with a local church in Immokalee to provide health screenings, mammograms, and dental services. They also collaborate with the local Collier County Health Department to provide workshops on mosquito awareness, HIV testing, and dental hygiene. This year, the Collier County Foundation awarded the program a \$12,000 grant.

The Jacksonville Physician Assistant Program has established a system similar to Project S.E.E.D. in nearby Hamilton County. It also continues to participate in its annual collaboration with the St. Johns River State College respiratory care, paramedic, nursing, and radiology programs on an IPE simulation. In this simulation, paramedic students retrieved the patient and presented the case to the interprofessional team, which included a physician assistant, licensed practical nurse/registered nurse, and respiratory care students. The students continued the simulation together to address the patient’s needs.

[Continued on next page]

Interprofessional Education and Practice *continued*

The Doctor of Physical Therapy [D.P.T.] Program in Tampa has created an interprofessional education and practice experience that engages physical therapy and speech-language pathology students alongside faculty members from physical therapy, speech-language pathology, and occupational therapy. [See story on page 37.]

Sonia Kay, Ph.D., OTR/L, associate professor; Melissa Tovin, Ph.D., PT, associate professor; and Carole Zangari, Ph.D., CCC-SLP, associate professor, have created a pediatric interprofessional experience with physical therapy, occupational therapy, and speech-language pathology students. According to Kay, Tovin, and Zangari, their initiative is designed to introduce students to the importance of collaboration among pediatric therapists to provide integrated, family-centered care that maximizes patient outcomes.

During the experience, students work together to develop goals that span the disciplines and are specific to the patient's overall needs. Each team develops a group presentation on its case and receives feedback from peers and faculty members.

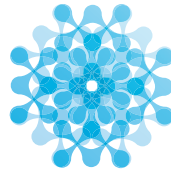
The CHCS has led the way in providing an interprofessional practice experience that has attracted other colleges across the university and has been called one of the only initiatives of its kind by both the American Diabetes Association and the Juvenile Diabetes Research Foundation. The Interprofessional Diabetes Education and Awareness (IDEA) Initiative is designed to leverage the diverse health care knowledge and skills of NSU faculty members and students to address the diabetes epidemic in Broward County. In 2015, the Broward County Quality of Life Council awarded a team of 12 faculty members the Quality of Life Grant.

It began in 2012 as an initiative involving the professions within the CHCS. Today, the following professions have faculty members and students actively participating: athletic training, dental medicine, medical sonography, nursing, nutrition, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, public health, and speech-language pathology.

Each year, approximately 12 faculty members and 65 students work together throughout the academic year on interprofessional teams. Each team is assigned a topic. For example, one might focus primarily on diabetes and nutrition, whereas another might focus on diabetes and exercise.

Currently, there are 16 community partners that sign up for a series of diabetes education sessions hosted at their sites at times convenient to their clients or the populations they serve. Community partners include the Urban League, Walgreens, YMCA Humana, the Boys & Girls Clubs, Memorial Health, faith-based organizations, local municipalities, and other nonprofit organizations.

Annually, the teams serve approximately 800 individuals in the community. According to the participant surveys, 96 percent say they will use the information to help manage or prevent their diabetes, and 98 percent reported that the information was valuable. At the end of each year, the leadership team holds focus groups with the students and faculty members to gain insight about their learning, experience, and recommendations for improvement. The team has recently published its findings and plans to continue to publish and seek grants.



“Interprofessional education is an essential pillar of medical education. It facilitates student-to-student learning, enhances communication skills, promotes professional relationships, and readies students for collaborative practice.”

—Suzie S. Wolf, M.S., PAS, PA-C,

Assistant Professor and Chair of the Interprofessional Education Best Practices Committee

Opportunities for Expansion and Implementation

Recently, Lynda Ross, D.H.S., D.P.T., PT, instructor, administered a survey to her Tampa Hybrid Doctor of Physical Therapy students to learn about their perceptions regarding how faculty members can better prepare students for interprofessional practice. Students' insights regarding their unique needs and gaps are important, and pedagogical strategies rooted in what students perceive to be most valuable will likely lead to increased engagement. Student recommendations included the following:

- provide instruction on roles and responsibilities of other health care professionals
- use case studies to provide practice for interprofessional communication in labs
- engage with other professions to collaboratively address a complex case study
- provide videos of interprofessional team meetings discussing patient care
- expose students to the regulations or policies of co-treatment

- offer shadowing opportunities or mock rounds with other professions
- cover conflict management and resolution scenarios that involve multiple disciplines
- offer interdisciplinary, collaborative community service experiences with reflection after the event

In collaboration with the annual CHCS Leadership Institute, the Interprofessional Best Practices Subcommittee hosted a faculty in-service workshop in June 2016. The experience was designed to showcase current interprofessional experiences across the college and offer participants the opportunity to work together in breakout sessions to discuss how to implement future initiatives in their programs.

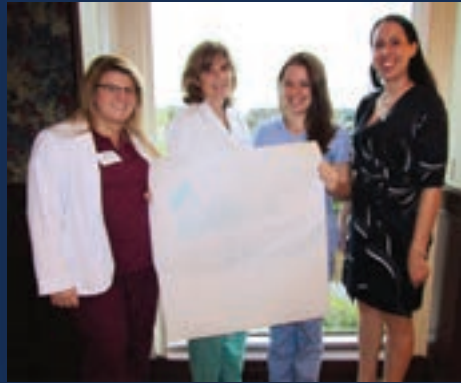
Additionally, two guest speakers told participants about best practices in interprofessional education nationally. A second event is being planned for the fall of 2017 to continue to strengthen the knowledge and skills of faculty members and promote continued expansion of IPE initiatives and experiences across the College of Health Care Sciences.

[Continued on next page]

Interprofessional Education and Practice *continued*



Team one—Kids Kickin Diabetes



Team two—House of Carbs



Team three—Don't Wanna Vida Sana



Team four—DiaBuddies



Team five—Pressure Cookers



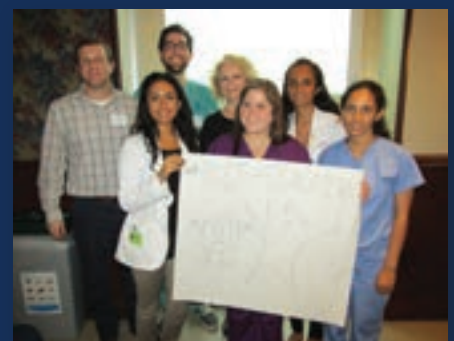
Team six—RX to Empower



Team seven



Team eight—Sweet Fighters



Team nine—Diabeters



CHCS Hosts 11th Annual Ethics Bowl

By Jonathon May, M.A., Director of Student Affairs

ON MARCH 16, the Multicultural Affairs Committee hosted the HPD's 11th annual Ethics Bowl competition, which featured eight student teams. Participating academic programs included the College of Nursing—Fort Lauderdale; the College of Dental Medicine; Anesthesiologist Assistant—Fort Lauderdale; the College of Nursing—Miami; the College of Osteopathic Medicine; Occupational Therapy—Fort Lauderdale; the College of Pharmacy; and Physical Therapy—Fort Lauderdale.

The teams competed in three rounds of ethical reasoning challenges that became more challenging throughout the night. Topics included potential risks to patients, possible discrimination in the workplace, and handling out-of-control patients. Each student team consisted of five students and a faculty coach, who cheered from the sidelines.

Rounds consisted of about 30 minutes of debate, with the field of teams being narrowed after each round. The team judges were HPD faculty members from a variety of health care fields.

The evening's final round pitted College of Dental Medicine students vs. Physical Therapy—Fort Lauderdale students. Each team did a wonderful job presenting its arguments, and the judges had a difficult time picking the winner. Ultimately, the dental students won the final round, the title of 2017 Ethics Bowl champion, and a party for up to 30 friends at a local Quarterdeck restaurant. Additionally, the Anesthesiologist Assistant—Fort Lauderdale team won an ice cream social for having the most supporters turn out to cheer during the competition. ●

NSU CONNECT





Linking Alumni with Continuing Education, Networking, and Employment Opportunities

By Heidi Jameson, Coordinator of Student Affairs

THE RECENTLY LAUNCHED NSU Connect platform (nsuconnect.net) is quickly becoming a one-stop resource for alumni.

Described by R.J. Stamper, director of alumni relations, as a “combination of LinkedIn, Facebook, and Twitter,” the newly designed site is more than a social network, although being able to unite with former classmates is a definite perk. In addition, faculty members enjoy reconnecting with former students.

“There are such bittersweet feelings on graduation day. On one hand, we are thrilled to see our students be successful and receive the degrees they worked so hard to earn. On the other hand, we are sad to say goodbye as they leave us and enter the workforce,” said Carole Zangari, Ph.D., CCC-SLP, associate professor and executive director of the NSU Satellite Center for Autism and Related Disabilities. “NSU Connect gives me the chance to stay connected to them to celebrate their achievements and continue to be a mentor.”

Currently, on nsuconnect.net, the College of Health Care Sciences primarily provides information on both online and traditional continuing education workshops, as well as allied health publications. As membership increases, however, the college is adding job postings, mentorship options, and program groups.

[Continued on next page]



Joining is as easy as clicking LinkedIn, Facebook, or email.

Share Your News

NSU's desire to celebrate your accomplishments did not end after you earned your degree. Whether you were in the inaugural class or graduated last year, please send us your updates related to employment, marriage, births, awards received, or any other achievement by visiting <https://www.nova.edu/webforms/alumni/share-news/>.

Benefit Spotlight: **Abenity**

The NSU alumni discount program comprises more than 302,000 offers; 10,000 cities across the United States and Canada; and up to \$4,500 in annual discounts, free giveaways, and mobile app access.

By teaming up with Abenity, NSU can offer its alumni population continual benefits, ranging from the mundane [manufacturer's coupons] to the magical [Disney tickets]. Discounts range from free shipping from online vendors to substantial price reductions for larger purchases. Additionally, members can enter to win giveaways, purchase movie tickets, and receive notification of newly added benefits.

Attractions such as Six Flags parks, Carowinds amusement park, Dollywood, the Great Wolf Lodge, theater and sporting events, and many more also offer choice discounts. In addition, offers from Jiffy Lube, Costco, Target, 1-800 Pet Meds, T.J. Maxx, Lenovo, Panasonic, T-Mobile, and Skechers provide special selections for year-round needs. NSU alumni also can save money while giving to others from discounts offered by Godiva chocolates, Forzieri, or Fruits & Passion.

To review a full range of options and discounts, plus year-round promotions, log in at novaalumni.abenity.com/perks/. ●

“A combination of LinkedIn, Facebook, and Twitter.”

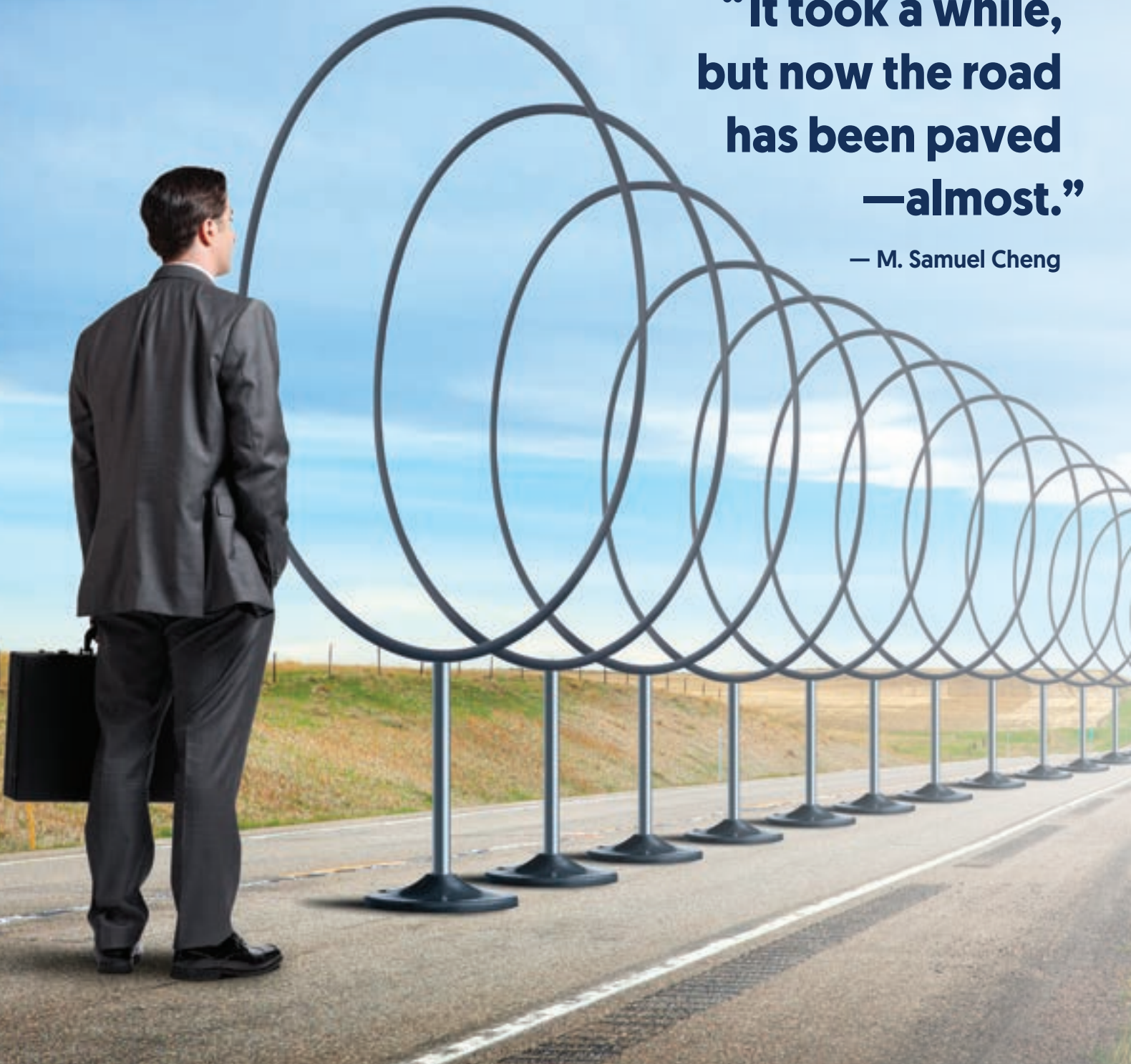
—R.J. Stamper,
Director of Alumni Relations



Research Collaboration

**“It took a while,
but now the road
has been paved
—almost.”**

— M. Samuel Cheng



Involves Intricate Process

M. Samuel Cheng, Sc.D., M.S., PT, is director of the Ph.D. in Physical Therapy Program and an associate professor of the Physical Therapy—Fort Lauderdale Program.

LAST YEAR, I was teaching the on-campus session of the evidence-based practice class to our transition Doctor of Physical Therapy students. Among them were a few clinicians from the Memorial Rehabilitation Institute. During class, I could see they were excited about the possibility of doing research at Memorial, so I offered my help. It started an unexpectedly long journey to cross barriers between institutions.

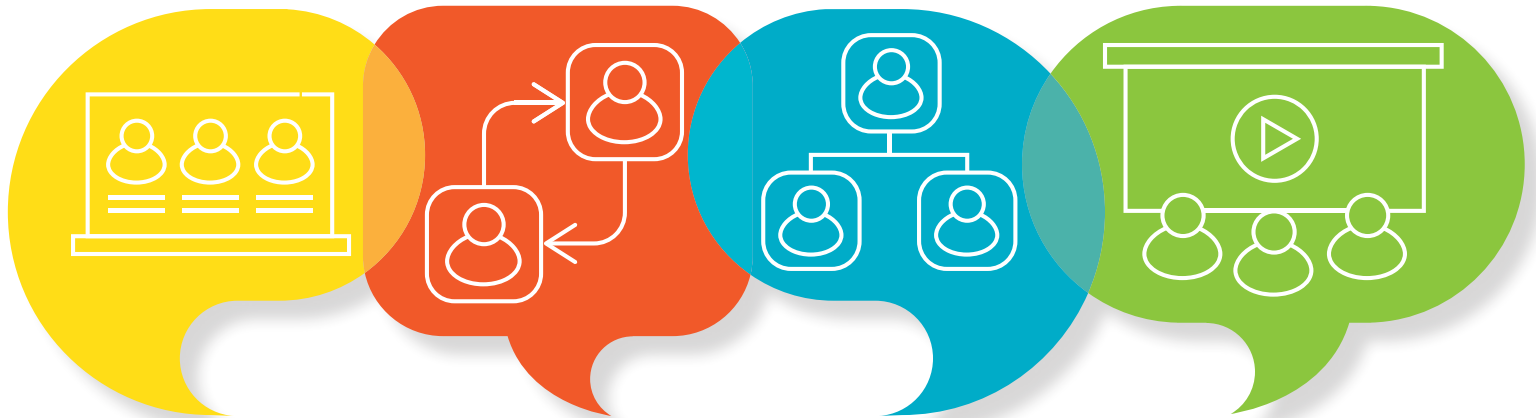
We met and decided to start with a retrospective study followed by a small-scale clinical trial to get their feet wet. I put together a grant proposal to our HPD research committee and got it approved rather quickly. Our intention was to get a few students to abstract information we needed from the medical record to look at the change in health service after implementation of a program. It seemed simple at the time.

We soon realized that even though NSU has a clinical education agreement with Memorial, the agreement does not cover student research activities. It took legal offices from both institutions a few months to get it done. Now, we have an official **collaboration agreement** with Memorial on research projects involving students and faculty members. Subsequently, we learned there also needs to be a separate **scope of work form** for the individual project. It took several weeks for this document to be created and signed by both parties.

The Institutional Review Board (IRB) is another issue. We got ours approved by NSU's IRB rather quickly. The IRB at Memorial Health System has different requirements. After creating a REDCap account and having all personnel complete the required CITI module, Memorial's IRB came back and requested another **business associate agreement**, because our students will be accessing their electronic medical records while not doing a formal clinical internship. Again, it took a few weeks.

The final hurdle was the **background check**. With Memorial using American Databank, all students needed to go through Complio. We were happy to comply with the requirement, until we saw the standard package for clinical rotation (immunization, physical exam, flu shot, among others) was used for student researchers who will never be on the hospital premises. After some negotiation, Memorial is creating a separate package for students who are involved in research only.

We hope we have paved the way for future collaboration between NSU and the Memorial system. ●



Enhancing Interprofessional Education Change in a Team Environment

By Suzie S. Wolf, M.S., PAS, PA-C, Chair, IPE Best Practices Subcommittee,
and Assistant Professor, Physician Assistant—Jacksonville Program



ON JUNE 22, 2016, the College of Health Care Sciences Best Practices Interprofessional Education (IPE) Subcommittee, in collaboration with the Center for Academic and Professional Excellence, hosted the third annual CHCS Leadership Institute with a focus on IPE.

Interprofessional education is essential in health care education because it provides students with the interprofessional skills needed to be “collaborative ready” when caring for patients and is linked to improved patient outcomes. Additionally, health care education accrediting bodies are now implementing specific standards requiring IPE.

The shared event was a perfect blend of professional development and interprofessional education programming. The event’s purpose was to educate all CHCS faculty and staff members about IPE and current IPE initiatives within the CHCS.

Most notably, the event featured two keynote speakers and included an interactive IPE activity at the end of the program. Approximately 30 faculty and staff members attended the event, with half of the attendees representing the Jacksonville and Tampa campuses.

The keynote speakers—Karen T. Pardue, Ph.D., R.N., CNE, ANEF, and Shelley Cohen Konrad, Ph.D., LCSW, FNA—attended the event via teleconference from the University of New England. Both have established a national reputation as scholars for interprofessional and collaborative practice education.

During their presentation, Pardue and Cohen Konrad contributed excellent content on the history of IPE and the perils of implementing IPE initiatives within the academic setting. One of the key points highlighted emphasized that IPE efforts should be specific for each institution. Implementing IPE is not a “one-size-fits-all” approach. Instead, institutions should promote ideas

that are meaningful and achievable, reach out to colleagues for collaboration, remove obstacles and sidestep barriers, begin with small successes and expand, actualize student input, and evaluate outcomes.

The CHCS Best Practices IPE Subcommittee also presented on current IPE initiatives within the college, such as how the Jacksonville Physician Assistant Program collaborates with the St. Johns River State College respiratory care, paramedic, nursing, and radiology programs in an annual IPE simulation. The subcommittee also discussed how the occupational therapy, physical therapy, and speech-language pathology programs at the Fort Lauderdale/Davie Campus participate in interprofessional pediatric cases.

At the event, it was discussed that the audiology, occupational therapy, and physical therapy students participated in the annual Glades REACH Fair, while the Tampa Physical Therapy Program created an IPE student survey in which students called for more interaction with other interprofessional team members throughout the curriculum. These are only a few of the many IPE events that took place within the CHCS.

The Leadership Institute ended with group breakout sessions, which prompted discussion about the most significant interprofessional priorities, barriers, strengths, and potential collaboration opportunities. The groups were composed of participants from the various NSU campuses, including interprofessional

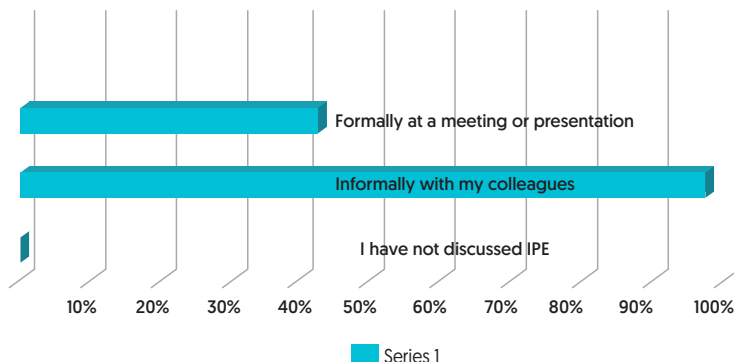
groups from the Fort Lauderdale/Davie Campus. Many creative discussions took place, and participants identified many potential collaborative opportunities.

At the close of the event, attendees received an anonymous survey. Interestingly, most attendees found the information shared beneficial, with high marks provided in relation to better understanding of IPE competencies, breakout session value, likelihood of participating in future CHCS IPE events, knowledge of the speakers, and professional presentation of the material.

Eight months following the event, all attendees received an anonymous follow-up survey to evaluate if additional efforts toward initiating IPE activities had taken place. Seven of the 30 attendees completed the survey, and approximately 43 percent reported they had formally disseminated the information discussed at the CHCS Leadership Institute. More notably, almost 100 percent of those who completed the survey reported they had informally disseminated the information with colleagues.

The CHCS Best Practices IPE Subcommittee is extremely proud of the event and looks forward to providing future events for the CHCS and the Health Professions Division. Our hope is that these events will help faculty members understand why IPE is so important and how to implement the initiatives. For more information, please email Suzie S. Wolf at ss1746@nova.edu. ●

What ways have you disseminated information discussed during the IPE event?



Eight-month follow-up survey sent after the Third Annual CHCS Leadership Institute with a focus on IPE.

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Anesthesiologist Assistant

Fort Lauderdale

Spearheading the Profession: NSU Anesthesiologist Assistants

By Mansour Dagher, M.H.Sc., CAA, Assistant Professor

LET'S FACE IT. The anesthesiologist assistant profession is not well known. Whenever an introduction is in order, many practicing certified anesthesiologist assistants [CAAs] sometimes find themselves explaining the role of a CAA in the health field, generally, and the Anesthesia Care Team model, specifically.

The profession's lack of exposure is not due to its newness. As a matter of fact, CAAs have been practicing since the late 1960s, when the profession emerged due to the lack of anesthesia providers starting in the middle of that decade. Emory University opened the first anesthesiologist assistant program in 1969, followed by Case Western Reserve University in 1970. The NSU Fort Lauderdale program started in 2005, with the Tampa program following in 2009.

Since the matriculation and graduation of the first class, Florida shifted from having no practicing CAAs to currently being the second-most populous state, with almost 400 CAAs practicing from Miami to Tallahassee—and everywhere in between. NSU CAAs are true pioneers because, as students, they initially exposed the Florida medical community to the profession via multiple rotations throughout the state, and continually proving their pivotal role as practicing clinicians in the medical field.

Since the inception of the NSU Fort Lauderdale and Tampa AA programs, the goal was to graduate CAAs who are distinguished and unique from other AA schools. The didactic and clinical portions of the program are phenomenal, allowing



NSU CAAs to acquire the knowledge, tools, and skills to practice as outstanding anesthesia providers.

More important, however, NSU CAAs attain an additional layer of aptitude that includes professionalism and leadership. Two NSU alumni who embody these two differentiators are 2012 alumnus Jonathan Swink, M.H.Sc., CAA, and 2010 alumnus Ron Couto, M.H.Sc., CAA.

Prior to attending NSU, Swink had a bachelor's degree in biology with a minor in chemistry. Shortly after starting the AA program, he quickly became a leader in his class, which culminated in his election as class president. When he started his various clinical rotations, pediatric anesthesia was not particularly interesting to Swink. As a matter of fact, he was not excited about his rotation at Children's National Medical Center [CNMC] in Washington, D.C.

Nevertheless, after completing that rotation, Swink realized pediatric anesthesia was his calling, and he was offered a position by CNMC months before his graduation date. Thanks to his knowledge and professionalism, Swink quickly distinguished himself as a top-tier anesthesia provider. Up to that point, cardiovascular anesthesia at CNMC was limited to physician anesthesiologists and anesthesiology fellows.



Within one year of practice, however, Swink was the first mid-level anesthesia provider to become part of the pediatric cardiovascular anesthesia team. His patient population ranges from newborns to those in their 50s. His case portfolio includes cardiac catheterization, cardiac bypass, and cardiac transplantation.

Before starting the AA program at NSU, Couto had a bachelor's degree in biology and a master's degree in biomedical science. He worked as a researcher in Florida International University's Aquatic Ecology Lab at Everglades National Park and taught biology at Doral Middle School.

It goes without saying that Couto shined didactically and clinically at NSU. He does, however, have a unique niche—becoming chief anesthesiologist. Couto graduated in 2010 when the AA profession was in its infancy in Florida. His first job was at Boca Raton Regional Hospital, where he was one of the pioneering CAAs to work in that facility.

Within several years, he became chief anesthesiologist at Boca Regional, overseeing numerous mid-level anesthesia providers. Two years ago, Couto became the first CAA to practice at Baptist Health South Florida in Miami. Today, Baptist employs close to 30 CAAs, and Couto serves as the chief anesthesiologist at the facility.

In addition to his normal duties as an anesthesia provider, he manages the hiring, firing, scheduling, and any other matters related to CAAs. Moreover, Couto is involved in training AA students and was instrumental in starting the clinical rotation at Baptist, which will be training 50 to 60 students per year from various AA programs.

Swink and Couto are two examples of superb anesthesia providers. They are also true representatives of NSU AA alumni. Vigilance is a must in anesthesia practice, which explains why the word is inscribed on the American Society of Anesthesiologist and the NSU anesthesiologist assistant seals. For NSU CAAs, vigilance is coupled with professionalism, leadership, and trailblazing. ●



Jonathan Swink



Ron Couto

Anesthesiologist Assistant

Tampa

Professional Leadership Defines AA Students

By Michael Provost, M.H.Sc., CAA, Assistant Professor

NSU'S ANESTHESIOLOGIST ASSISTANT (AA) Program prepares students not just for the physical and mental rigors of being an anesthesiologist assistant, it also trains them to become leaders in the AA field.

This introduction of leadership starts at the top with Robert Wagner, M.M.Sc., RRT, CAA, who serves as AA chair, and continues with Llando Austin II, Ed.D., RRT, CAA, program director of the Tampa program. "NSU's established curriculum is the difference for leadership development. Key courses within the curriculum provided the framework for the completion of my doctorate and, subsequently, for my transition as a new director," Austin said. "This leadership preparation has been modeled throughout the AA profession by a significant number of graduates of NSU's AA programs, and the influence of NSU's AA programs has positively changed the landscape of our profession."

Currently, there are five faculty members who are NSU AA alumni. They include both program directors of NSU AA programs, the president and president-elect of the Florida Academy of Anesthesiologist Assistants, and the president-elect of the American Academy of Anesthesiologist Assistants. Many NSU AA alumni also go on to become chief anesthetists of their anesthesia departments, as well as clinical coordinators for the students rotating in their hospitals. You will also find many NSU AA alumni all over the country who have become amazing clinical preceptors to AA students.

At NSU's Tampa AA Program, Nathan Weirch, M.H.Sc., CAA, assistant professor, introduces students to leadership roles in

his student lecture series class. In the class, students choose a disease process, perform the necessary research, prepare a 45-minute lecture, and create a poster presentation. Each student has an opportunity to show his or her work at the American Academy of Anesthesiologist Assistant national conference. This helps build the student's communication skills, as well as his or her professionalism, on a leadership level.

The last semester lab class, directed by Lori DeSorbo, M.M.Sc., CAA, assistant professor, has a unique component that also pushes the students toward becoming leaders. A portion of the senior students' grades consist of mentoring the new incoming class members by educating them on basic anesthesia topics in a one-on-one approach. They also have the option to lecture on some of these topics, as well as run the labs with supervision of the faculty educator.

"Making the senior anesthesia students partially responsible for teaching junior anesthesia students some basic concepts prepares them for leading the education of future students they will encounter in their operating room," DeSorbo said. "The feedback on this mentor program has been extremely positive. Some students did not realize how much they enjoyed teaching, and others realized that teaching basic concepts helped them in their own understanding of anesthesia."

The NSU AA Program is one of the few that has a well-developed student government that consists of class president, vice president, treasurer, secretary, and American Academy



of Anesthesiologist Assistants (AAAA) representatives.

All students in the class can run for any of these positions, and they take their responsibilities seriously.

While leading the class in one of these elected positions, the students simultaneously must do well in their classes and in their clinical rotations to set an example for their classmates. In addition to the roles the students have within the student government, they are encouraged to become committee members and/or committee chairs of the various committees within the national organization, the state-level organizations, and even the national organization of the anesthesiologists—the American Society of Anesthesiologists.

The national organization and the individual state organizations are very involved in the legislative aspects of the profession thanks to Wagner, who introduced the AA students to the legislative process. The American Academy of Anesthesiologist Assistants advocates for patient safety and improved access to care through grassroots lobbying. Member engagement is key to the success of AAAA advocacy efforts.

Many students who come to the NSU Tampa or Fort Lauderdale programs do not come from a state where CAAs can practice, but they would like to end up back home. Consequently, students are encouraged to help allow CAAs to practice in a state by contacting the appropriate elected officials and fund-raising for the campaign, which will help provide knowledgeable leaders and advocates to speak to legislators on behalf of the AA profession. Students are welcome to participate in these legislative events at the state capitals to show support for that state.

There are numerous ways NSU helps its students grow into strong leaders, as well as strong anesthesia providers.



From left: Robert Wagner, Joey Parish, Sidney Samford, and Jerry Matsumura, M.D.

According to Joey Parish, class of 2017 president of the AA Tampa Program, “Not only did NSU prepare me to become a competent anesthetist, it also showed me how to face adversity as a leader both inside and outside the operating room.” ●

Audiology

Fort Lauderdale

Introducing AUDrey: A Personal, Sound-Level Measurement Mannequin

By Kasia Bagniski, B.S., Second-Year Au.D. Student, and Erica Friedland, Au.D., Department Chair and Associate Professor

DID YOU EVER WONDER if the music you listen to in your earbuds is too loud? The Doctor of Audiology (Au.D.) students in the NSU Student Academy of Audiology (SAA) have developed a way to answer this question by constructing AUDrey—a personal, sound-level measurement mannequin. AUDrey, who is the color representative of audiology, has stylish green hair and wears an audiology shirt.

AUDrey, inspired by the Dangerous Decibels® program developed by the University of Northern Colorado, was constructed using a sound-level meter wired to a silicone ear. People interested in learning if their music is dangerously loud simply place their earbud, along with their music, in AUDrey's ear, and the sound-level meter displays the output.

This is a fun and easy way to measure the output of personal music players. The Au.D. students then provide information about the measured level and provide the participant with a bookmark of common sound levels and their danger levels. AUDrey is used at health fairs, public events, schools, and universities for educational and research opportunities throughout the community.

Chelsea Foglio, a second-year student, said, "There were 10 to 12 students who put AUDrey together. It was a combination of hard work, pizza, and hot glue that got the job done." Brittney Vicioso, another second-year student, said her favorite part of building AUDrey was decorating her. "The time spent building her went by fast because it was done with fellow classmates," she said.

Recently, AUDrey was used at the NSU Employee Health Fair and at several community events. People of all ages walked into the health fair curious about the wild contraption on the table.

"To date, the community has reacted positively to AUDrey and the message we are able to deliver," said second-year student Kasia Bagniski. "Many people are unaware of just how loud their music is and that these levels could actually damage their hearing over time. AUDrey helps give us a good place to discuss these dangerous effects," she said. "We can give participants an instant readout of how loud their music is and compare it to other everyday sounds and noises."

AUDrey promotes hearing conservation and allows the college to offer resources to the community, such as free earplugs and brochures with information about the audiology clinic. "I feel that the community loves the opportunity AUDrey presents. Many people are excited to see how loud they listen to their music and enjoy being able to compare their levels with friends," said second-year student Michelle Birriel. "It has been very rewarding building AUDrey and being able to educate others."

If you are ever at a local health fair, or view AUDrey around campus, come see just how loud your music is, because it just might surprise you. ●



AUDrey prepares to perform sound-level measurements.



From left: Au.D. students Kili Meckler, Ashley Wright, and Michelle Birriel with AUDrey as they help raise awareness of listening levels from personal sound devices in the Health Professions Division atrium.

First Year Au.D. Student Wins Scholarship Award

By Kasia Bagniski, B.S., Second-Year Au.D. Student,
and Erica Friedland, Au.D., Department Chair and Associate Professor

Caroline Moran, a first-year Au.D. student, is one of the 2017 winners of the Anders Tjellstrom Scholarship from Cochlear for use of a bone-anchored hearing aid (BAHA) device while undertaking university studies. Moran says that when she thinks about her past, she would not have predicted herself receiving this exclusive scholarship.

Raised in a small town in West Virginia, Moran had a moderate hearing loss—the result of Treacher-Collins syndrome. Her mother did not identify Moran's hearing loss until age two, when she noticed Moran was not speaking or hearing as well as her siblings. Due to her type of hearing loss and ear size, Moran was fitted with a bone-conduction hearing aid. This type of hearing aid sits behind the ear and is attached via a headband. It uses skull bone vibration to transfer sound to the inner ear.



Caroline Moran

"Growing up, I got a lot of stares and questions about my hearing aid, and I was really shy," Moran explained. "My friends never had an issue with it, but I did. I was on the soccer and track teams, but wearing the headband kept me reserved." While she was attending junior high, Moran underwent surgery to receive a permanent BAHA, which was more comfortable and helped improve the quality of her hearing.

It was not until college that Moran started to accept her hearing loss. "Now that I have a BAHA, people hardly notice I have hearing aids," she said. After winning the scholarship, Moran participated in a question-and-answer panel for young teens.

"It was really interesting to see all of the recipients from different backgrounds having similar stories and challenges," she said. "I was very inspired and humbled when others congratulated me and told me my story was encouraging and moving." ●

Cardiopulmonary Sciences

Palm Beach

Respiratory Therapy Education in Action

By Lisa Farach, M.S., R.N., RRT, Cardiopulmonary Sciences Chair and Respiratory Therapy Program Director

IN FEBRUARY, 10 Bachelor of Science in Respiratory Therapy students, along with 2 faculty members, volunteered to participate in the 15th Annual Hendry Glades Community Health Fair. This is the third year the Respiratory Therapy Program has participated. The community event includes health promotion, education, and screenings for residents of Clewiston, Florida, and surrounding rural communities.

Participants were screened for diabetes and cholesterol level. Their body mass index, temperature, waist circumference, visual acuity were also checked. They learned about eye safety, as well as breast and testicular self-examination. The B.S.R.T. students—who had completed courses related to patient care and assessment, and in pulmonary function testing, followed by a clinic rotation in a pulmonary lab—were more than eager to share their knowledge with health fair participants (who may not have access to many of these basic medical services).

The first-year students performed respiratory assessments, which included investigating a patient's medical history, breath sounds, and oxygen saturation, as well as evaluating signs and symptoms that may be associated with various respiratory diseases. Students referred participants who presented signs, symptoms, or a history of respiratory issues to an adjacent room for pulmonary function testing performed by the program's second-year students.

The students honed their hands-on patient assessment skills and connected with students from other programs and disciplines. Understanding the differences in health care support offered in urban vs. rural communities was a great learning experience for the students, because it prepared them for being effective members of an interprofessional support team. ●



From left: First-year student Sergio Pierre and second-year students Sheila Leo, Aniska Russell, Leante Williamson, and Natalie Josma



Taking the FSRC by Storm

By Jennifer Bencsik, M.H.A., RRT, Director of Clinical Education, Respiratory Therapy Program

THE DEPARTMENT of Cardiopulmonary Sciences began the winter 2017 semester with several interesting community service and educational events for its Bachelor of Science in Respiratory Therapy students, including the annual conference for the Florida Society for Respiratory Care (FSRC). The FSRC is an affiliate of the American Association for Respiratory Care, whose goals include advancing the respiratory therapy profession through standardization and lobbying, as well as educational lectures and conferences.

This year's FSRC Sunshine Seminar took place on February 9–10 in Daytona Beach. The Student Government Association provided funding for the first- and second-year students to not only attend the event, but also paid for travel expenses and overnight accommodations.

This was the second community-based event of the month where the first- and second-year students collaborated. The second-year students were mentors to their first-year peers and displayed valuable leadership skills.

The morning of February 9 began with a continental breakfast in the Vendor Exhibit Hall. During this time, the students spoke with various vendors, who were demonstrating and discussing the latest equipment and technology used in respiratory therapy, and interacted with hospital recruiters, who were hiring new staff members.

Following breakfast, the NSU students attended a student-specific conference that allowed them to attend sessions with students from other programs within the state and learn from renowned guest lecturers. The first session reinforced and validated the commitment NSU students made to obtain their bachelor's degree, as it emphasized the profession's direction



Student participation proved invaluable at the FSRC Sunshine Seminar.

toward advancing the educational standard. Most respiratory programs nationwide are still at the associate level; however, NSU has one of the only baccalaureate-level programs in the state.

One event that takes place every year at the Sunshine Seminar is the Student Sputum Bowl. The competitive, interactive, trivia-style game places students from 10 respiratory therapy programs against each other in a timed, fast-paced environment. The NSU students, who were participating for the first time, comprised two teams with three students each.

The questions were challenging. It was clear the other schools had participated before and had prepared in advance, as they reviewed notecards between rounds. Nevertheless, the NSU students successfully surpassed several of the participating respiratory programs and went on to compete in two additional rounds of questions.

Although they did not win, the students demonstrated pride in standing strong against other schools. Overall, the Sunshine Seminar was an exciting opportunity that showcased NSU's Bachelor of Science in Respiratory Therapy students' hard work and dedication to achieve academic success. ●

Health and Human Performance

Fort Lauderdale

Athletic Training Students Take on the Big Top

By Elizabeth Swan, Ph.D., LAT, ATC, Professor

ON JANUARY 17, faculty members and students from the NSU Athletic Training Program [ATP] participated in the experience of a lifetime at Cirque du Soleil Kurios held in Miami Gardens, Florida. With the increase in popularity of performance medicine, the circus invited athletic training students and faculty members to get a behind-the-scenes look into the show.

Chad Fraser, M.S.Ed., ATC, head therapist for Cirque du Soleil Kurios, graciously provided a backstage tour while the performers were practicing and preparing for the show. With 18 Cirque du Soleil shows internationally, the NSU ATP received a unique opportunity to hear from an expert in the demanding field of performance medicine. Not only did the students get a tour, but Fraser provided the students with show tickets so they could enjoy the full experience.

"I really liked the way Chad takes care of his athletes; he does a lot of preventative care," said Irfan Khan, a level 2 AT student. "It was also really interesting that he put so much emphasis on biomechanics and learning how his performers move." Kristin Dean, also a level 2 AT student, shared the following perspective, "Being able to explore the stage and backstage tents really peaked my interest." She admitted, "It amazed me how much dedication, time, effort, and innovation went into running the show."

Students reflected on the unique work environment, which was above and beyond any traditional clinical experience they had been exposed to in their educational careers. Fraser also visited the NSU faculty members and students on the Fort Lauderdale/Davie Campus for a follow-up discussion about the performance.



NSU students meet with Chad Fraser, center, who discussed his experiences in performance medicine.

"I think it was great to give the students a glimpse into an environment that is different from the ones they see on a regular basis," Fraser said. "I hope they came away with a unique perspective after having been able to see how we do things at Cirque, from training and preparation all the way to how the end product of a show runs and looks."

"The NSU athletic training students were given a once-in-a-lifetime opportunity for experiential learning under the big top," said Pradeep Vanguri, Ph.D., ATC, Athletic Training Program director. "It was exciting for all of us to attend practice as well as the actual show, have the time to meet with Chad, and learn more about the world-class Cirque du Soleil organization." ●



Faculty Research Project: Finding the ‘Speed Gene’ in Professional Athletes

JOSE ANTONIO, Ph.D., FNSCA, FISSN, associate professor, conducted a series of studies looking at the effects of various nutrition and exercise perturbations on performance and body composition. His latest study answered the question of whether you have the “right stuff” for speed sports.

Are specific individuals built for quick bursts of energy, or do they have the endurance to keep on going and going without getting tired? The research Antonio conducted in the Department of Health and Human Performance, in collaboration with Jaime Tartar, Ph.D., associate professor and research coordinator, and Sarah Knafo, undergraduate student in the Department of Psychology and Neuroscience, has answered that question.

“We have tested well over 100 athletes, including professional mixed martial arts fighters, elite distance runners, swimmers, CrossFit athletes, bodybuilders, paddlers, and track-and-field athletes,” Antonio explained. “Besides the fascinating data showing differences between athletes in terms of body fat



From left: Jose Antonio discusses the study results with elite standup paddlers and athletes Victoria Burgess and Mark Athanacio.

and muscle mass, we also found interesting data on the presence of the ACTN3 gene—dubbed the ‘speed gene.’ ”

Research outcomes from the study will be published in a future issue of *Perspectives*. ●

NSU Researchers Receive Grant to Examine Protein Powder Supplementation

Corey Peacock, Ph.D., M.S., CSCS, CISSN, assistant professor, and Tobin Silver, Ph.D., M.S., CSCS, associate professor and practicum director, recently received external funding from the MusclePharm Corporation by way of the International Society of Sports Nutrition [ISSN].

Peacock and Silver have been members of the ISSN since 2013 and are internationally certified as sports nutritionists through the organization. In a collaborative effort, the researchers received external funding to examine the

effects of different types of protein powder supplementation (whey vs. casein) on markers of human physiology.

The project will help to determine whether the different forms of protein will elicit a difference in body composition and metabolic rate over eight weeks. Peacock and Silver presented their data at the International Society of Sports Nutrition 14th Annual Conference and Expo held June 22–24 in Phoenix, Arizona. ●

Health Sciences

Online and On-Site Programs

Bachelor of Health Science Program Recognized by *BestColleges.com*

BestColleges.com—a leading provider of higher education information and resources—has ranked the NSU College of Health Care Sciences' online Bachelor of Health Science Program sixth in the United States.

The online Bachelor of Health Science completion program prepares its students for success in health care by building on their knowledge as health care professionals. The program does not require on-campus time for its students and boasts a 71.6 percent graduation rate, which is more than 25 percent higher than the NSU average.

Many hospitals and other health care providers are requiring professionals to obtain a bachelor's degree, and the college's online, interdisciplinary program helps students get there efficiently. Professionals choosing to pursue their Bachelor of Health Science degree at NSU include respiratory therapists, dental hygienists, ultrasound technicians, and many more.

"When it was first launched in 2003, our Bachelor of Health Science Program was one of very few such programs," said T. Christopher Mitchell, M.S., program director and assistant professor. "Today, many other institutions have replicated it."

This marks the second time the program has been recognized as one of the best online health science programs in the country. In 2014, it ranked No. 17 among "The 25 Best Bachelor's in Health Science Degree Programs" by *TheBestSchools.org*. The program is proud to have been able to retain this distinction.

According to *BestColleges.com*'s recent "2017 Online Education Trend Report," online learning opportunities are expanding at a rapid clip. Students are flocking to online colleges for new reasons, with 72 percent of students motivated by career-related goals. Online learning also opens up educational opportunities to students who cannot pursue traditional

on-campus degree programs. In fact, 50 percent of today's students see online programs as the only option to get their education because of existing commitments or extenuating circumstances, such as work, family, or disabilities.

"Online education opportunities continue to increase at an incredible rate, and this gives many more prospective students the ability to learn and build career-related skills," said Stephanie Snider, general manager at *BestColleges.com*. "As one of the best online Bachelor of Health Science programs in the nation, Nova Southeastern University is clearly committed to providing excellent education opportunities that will shape the future of the health care industry."

BestColleges.com's rankings use a methodology grounded in statistical data compiled from the Integrated Postsecondary Education Data System and College Navigator hosted by the National Center for Education Statistics. ●

For more information, go to healthsciences.nova.edu/health-sciences/bhs/index.html.



T. Christopher Mitchell receives the Bachelor of Health Science Program award for his outstanding contributions to the program.



Health Science Student Spotlight

Increasing Epidemiology Awareness of the Human Trafficking Epidemic

By Chennel A. Williams, M.S., M.B.A., Manager, Health Science Doctoral Programs

JAMI E. FLICK, M.S., OTR/L, a Ph.D. health science student, recently received an NSU Pan Student Government Association (Pan SGA) Professional Development Grant. The NSU Pan SGA confers grants to distinguished NSU students who are pursuing unique learning opportunities outside of the traditional classroom environment.

Flick utilized her grant to present her work on “Human Trafficking for Sexual Exploitation” in Europe at the American Public Health Association conference in October 2016. Under the mentorship of health science faculty member Jodi P. Clark, M.D., M.P.H., Flick developed a presentation that detailed human trafficking patterns, provided descriptive epidemiology, and identified knowledge gaps in the literature. Her work made a valuable contribution to the body of knowledge related to human trafficking in the public health field.

Increasing the awareness and understanding of human trafficking to public health professionals and health care providers is imperative. Research indicates that men, women, and children are trafficked for sexual exploitation, forced labor, slavery, or organ removal. Every year, 600,000 to 800,000 men, women, and children are trafficked. In the high origin and destination countries of Western and Central Europe, approximately 62 percent of victims are women. These women range in age from 15 to 49 and are trafficked for sexual exploitation and forced prostitution.

The presentation helped raise awareness of human trafficking and its analytical epidemiology and taught attendees the current evidence-based screening, prevention, and treatment strategies for the target population. Flick’s research indicated there is a need for more in-depth research on the screening,



From left: Jami E. Flick and her mentor, Jodi P. Clark

prevention, and treatment of human trafficking victims. She hopes her presentation inspired others to pursue research related to human trafficking.

Flick recently transitioned from the Doctor of Health Science Program to the Ph.D. in Health Science Program. She has 10 years of clinical experience with adult and geriatric clients in acute care, inpatient rehab, outpatient, and burn unit settings and has worked with pediatric clients in the neonatal intensive care unit and in outpatient rehabilitation. She has volunteered as an occupational therapist in the Dominican Republic and Haiti and is the fieldwork developer for the inaugural bachelor’s degree-level occupational therapy and physical therapy program in Haiti. ●

Occupational Therapy

Fort Lauderdale

AOTA/ASHT Capitol Hill Day

ELISE BLOCH, Ed.D., OT/L, and Rachelle Dorne, Ed.D., OTR/L, CAPS, occupational therapy associate professors, accompanied 10 Master of Occupational Therapy [M.O.T.] students to Washington, D.C., for the joint American Occupational Therapy Association/American Society of Hand Therapy [AOTA/ASHT] Capitol Hill Day on September 19, 2016.

Leadership is a curricular thread in the M.O.T. Program, and occupational therapy [OT] faculty members hold important voluntary leadership roles in their professional groups. Bloch serves as secretary for the Florida Occupational Therapy Association Executive Board, while Dorne is on the American Occupational Therapy Political Action Committee Circle of Advisors.

Representing the M.O.T. class of 2018 were Camille Hinds, Nina Laureano, Caitlin McRory, Lauren Ross, and Zoey Kramer. The class of 2017 members were Devan Cossu-Edwards, Rebecca Gilmore, Phillip Carsten, Kathryn Haston, and Autumn West. The 12-member NSU contingent joined more than 620 occupational therapy practitioners, educators, students and certified hand therapists from 38 states around the country, including more than 30 from Florida.

NSU faculty members and M.O.T. students attended a morning briefing with AOTA/ASHT representatives on four key pieces of bipartisan legislation affecting OT practice. The representatives reviewed the following bills: Enhancing the Stature and Visibility of Medical Rehabilitation Research at NIH Act [S. 800/H.F. 1631]; Medicare Access to Rehabilitation Services Act [H.R. 775/S. 539]; Medicare Home Health Flexibility Act [S. 2364]; and the Lymphedema Treatment Act [H.R. 1608/S. 2373].

These bills would protect patients' access to Medicare services—including those provided by OT practitioners in outpatient clinics, personal residences, and other community settings—to promote their safety, independence, and engagement in meaningful activities [AOTA, 2016].

Using the appointments made by the AOTA Congressional Affairs Office, most NSU participants met with legislative staff members in the offices of Florida senators Bill Nelson and Marco Rubio to advocate for support of the four bills. The participants then split up to visit staff of the members of Congress from their respective districts, with Bloch and Dorne accompanying out-of-state students from Georgia, New York, and Pennsylvania.

Occupational therapy professors, practitioners, and students took turns explaining the distinct value of OT to the legislative staff and advocating for support of each bill, often sharing testimonies on experiences of clients and family members with unmet clinical needs. The group also mentioned the results of an independent study published in *Medical Care Research and Review* [Rogers, Bai, Lavin, and Anderson, 2016]. The study concluded that for patients with heart failure, pneumonia, and acute myocardial infarction, higher spending on OT services was the only health care spending category where increased spending was associated with reduced hospital readmissions.

Upon return from Capitol Hill Day, Bloch and Dorne met with students for a debriefing, to promote student membership in professional associations, and to continue advocacy efforts at the state and federal levels. The occupational therapy students also shared their perceptions of the value of their



Fort Lauderdale M.O.T. faculty members and students are shown at Union Station in Washington, D.C., after their briefing with the AOTA staff in preparation for legislative visits. Front row, from left, are Rachelle Dorne and M.O.T. students Autumn West, Lauren Ross, Rebecca Gilmore, Zoey Kramer, and Devan Cossu-Edwards. Back row, from left, are Elise Bloch and M.O.T. students Philip Carstens, Nina Laureano, Caitlin McRory, Kathryn Haston, and Camille Hinds.

experiences. Ross remarked how each OT speaker related a personal story to engage the staff members, while Hinds and West fulfilled their passion of advocating for the OT profession with their attendance.

Gilmore shared her excitement about taking the initiative to explain occupational therapy's role with pain management to a legislative staffer in a room filled with more than 200 people. Laureano valued the opportunity to speak with occupational therapists from different practice areas and students from other programs. Because of these and other benefits to students' professional engagement, Bloch and Dorne plan to continue OT advocacy with M.O.T. students at AOTA Capitol Hill Day on September 25, 2017. ●

Taking it to the Streets: An IPE Community Reentry Activity

Students from the physical therapy and occupational therapy programs recently took learning to the streets. The activity involved students from each discipline participating near the campus.

Faculty members from both programs worked collaboratively to create five cases, which were distributed to students in interdisciplinary teams. The aim of each case was for the students to experience what patients encounter as they are discharged back into the community, often with residual deficits and challenges.

Students from both programs were given a pretest and a post survey to complete for the activity. The pretest focused on asking students what they thought their role was vs. the other discipline; what they would assess while in the community; and what they understood the purpose of the outing to be. The post survey focused on how the activity may have helped them learn about other disciplines, as well as more about the purpose of community reentry.

Students reported they not only better understood the other discipline, but what community reentry was. One student said, "I saw the benefit of collaboration," while another stated, "I got to understand all the challenges a patient faces when going back into the community." ●

Occupational Therapy

Tampa

New Faculty Member Joins Entry-Level O.T.D. Program

By Sheila M. Longpré, Ph.D., M.O.T., OTR/L, Assistant Professor and Director of Clinical and Community Relations

SUSAN STALLINGS-SAHLER, Ph.D., OTR/L, FAOTA, professor and director of research, recently joined the Entry-Level Doctor of Occupational Therapy [O.T.D.] Program. She has worked as an occupational therapist for more than three decades and has a substantial background in research, as well as dealing with children.

Stallings-Sahler obtained her Bachelor of Science in Occupational Therapy from the University of Florida. She then went on to complete her Master of Science in Occupational Therapy from Boston University, with a concentration in pediatrics. Following the completion of her master's degree, she earned a Doctor of Philosophy in Educational Psychology from the University of Illinois at Chicago.

Prior to joining the NSU O.T.D. team as a full-time faculty member, Stallings-Sahler served as a consultant for the program, assisting both faculty members and students with the development of research projects regarding methods and statistical analysis. During that time, she also worked at Brenau University in its Entry-Level Master of Occupational Therapy and Doctor of Occupational Therapy programs.

Stallings-Sahler's research includes a key role in the development and North American standardization of the Sensory Integration and Praxis Tests, current development of the Screening Assessment of Sensory Integration, and several additional projects related to pediatric practice.

Throughout her career, Stallings-Sahler has been recognized regionally and nationally for her contributions to the occupational therapy field. She is a recipient of the



Susan Stallings-Sahler

North Carolina Occupational Therapy Association's Outstanding Practice in Pediatrics Award and the American Occupational Therapy Association (AOTA) Roster of Fellows award. ●



The All-Embracing Philosophy of International Education: Service, Teaching, and Learning

THE ALL-EMBRACING philosophy of international education recognizes that a vigorous trend toward cultural diversity is in place globally and within educational institutions. This trend calls for faculty members to carefully consider how they are designing experiences that enhance cultural competency and “cultural intelligence” [Earley]. Hence, as educators, we are continually seeking opportunities for students to dive into another culture while offering service, teaching, and learning, providing significant value to their education.

Providing carefully and intentionally designed experiences allow students to be exposed and reflect upon how cultural knowledge shapes them. An expeditiously changing health care system and domestic demographics compel educators to embed concepts of cultural competency in their teaching. Issues such as gender roles and identity, religious beliefs, physical contact, standpoints on disabilities, and the impact of different types of social and health care systems need to be considered.

In October 2016, faculty members Gustavo Reinoso, Ph.D., OTR/L, director of technology and assistant professor; Mariana D’Amico, Ed.D., OTR/L, FAOTA, director of professional development and associate professor; and three occupational therapy [OT] students—Nicole Bellare, Rachel Imwalle, and Kelsea Rose Grampp—traveled to Argentina. It took six months of planning to facilitate and arrange visits and exchanges with several organizations and institutions, including the Argentinian Association of Occupational Therapists [AAOT], hospitals, work shelters, organizations providing mental health services, private practices, and an OT university program.

Students and faculty members also had the opportunity to present at a continuing education event organized by a national company—Ideas Argentinas—which partially funded the students’ trip. It also provided a forum for discussion with several professional and government stakeholders.

The NSU Tampa team presented topics, such as occupational therapy and cancer rehabilitation, and discussed the anatomy of a scientific publication and a questionnaire to capture sensory processing difficulties in children with autism that NSU students in Argentina are researching. The event broke records in the OT community, with more than 170 participants attending the students’ educational night event and collecting funds that were donated to the AAOT.

The experience had a deep impact on the NSU students. It articulated how curriculum-related information about cultural competency and cultural intelligence became part of their daily conversations with local students, faculty members, employers, government officials, and friends. Issues related to health disparity, poverty, disability, differences in service provision, entrepreneurship, innovation, and international cooperation were not only part of the students’ language, but also a powerful tool they utilized to make sense of their experience. ●

Reference

Earley, P. Christopher, and Soon Ang. *Cultural Intelligence—Individual Interactions Across Cultures*. Stanford University Press, 2003.

Physical Therapy

Fort Lauderdale

Distinguished Graduate Receives CHCS Alumni Award

WILLIAM J. HANNEY, D.P.T., Ph.D., a 2012 alumnus, received the College of Health Care Sciences (CHCS) Distinguished Alumni Award—the highest and most prestigious honor NSU bestows upon its graduates. Hanney was selected for the award based on his prolific research, service, and teaching accomplishments.

An athletic trainer and physical therapist, Hanney earned a Master of Physical Therapy degree and a Transitional Doctor of Physical Therapy degree from the University of St. Augustine for Health Sciences in 1999 and 2004, respectively. In 2012, he completed his Ph.D. in physical therapy at NSU. In addition to his formal education, he holds a certification in manual physical therapy and is a certified strength-and-conditioning specialist through the National Strength and Conditioning Association.

An assistant professor in the University of Central Florida's Doctor of Physical Therapy Program, Hanney has received numerous awards from the University of Central Florida, including the 2016 Excellence in Teaching Award and the 2016 Excellence in Research Award. From a funding perspective, he was the recipient of the American Physical Therapy Association's Orthopaedic Section Young Investigator Grant and the New York State Physical Therapy Association Grant, as well as various intramural awards, which amount to nearly \$300,000 of funding to support his research.

"Hanney has the unique ability to successfully manage multiple projects and bring what often seem to be impossible tasks to completion," said Morey J. Kolber, Ph.D., PT, OCS, CSCS, who serves as a professor in the Physical Therapy Department. "It is an honor and a privilege to work with such a motivated and knowledgeable professional."

His primary area of research aims to improve accuracy of the physical examination, as well as advance conservative treatment approaches for spinal disorders. Hanney's work has established reliability and validity of measurement tools used in everyday clinical practice. "The reliability and validity of our testing is vital to clinical practice, as treatment choices are based on the accuracy of the examination," he said.

His interventional studies have focused primarily on identifying prognostic variables, which allow clinicians to determine if a course of treatment is likely to be effective *a priori*. The American Physical Therapy Association Orthopaedic Section awarded funding for his research on prognostic variables for cervical spine interventions.

A longtime proponent of selecting interventions based on the patient presentation as opposed to the clinician's defined interest area, Hanney said, "There is significant inconsistency in how physical therapists treat patients, which contributes to inconsistent outcomes and increased health care expenditures." With this in mind, Hanney's secondary area of research focuses on using a variety of research methodologies to standardize physical therapy practice. He has published numerous manuscripts that summarize existing knowledge and propose practice standards in the context of narrative reviews, systematic reviews, case studies, and commentaries.

Hanney's research has attempted to address an array of diagnoses treated by physical therapists, with a specific purpose of standardizing clinical practice based on best available evidence, to facilitate optimal care and decrease health care costs. The New York Physical Therapy Association funded his recent study, "Utilization and Payments of Office-Based



“The reliability and validity of our testing is vital to clinical practice, as treatment choices are based on the accuracy of the examination.”

—William J. Hanney, D.P.T., Ph.D.

◀ William J. Hanney demonstrates techniques during one of his continuing education classes.

Physical Rehabilitation Services Among Individuals with Commercial Insurance in New York State,” which was published in the February 2016 issue of the *Physical Therapy Journal*.

In addition to teaching and scholarship, Hanney has a commendable level of service at the local and national levels. He serves as chair of the National Strength and Conditioning Association’s Sports Medicine Special Interest Group and has served on various committees for the Florida Physical Therapy Association regional district.

An academician, clinician, and researcher, who also serves as an associate editor for the *Strength and Conditioning Journal*, Hanney is an active reviewer for numerous refereed journals. In 2011, he received the Editorial Excellence Award from the National Strength and Conditioning Association for his services to the *Strength and Conditioning Journal* as a reviewer. Lastly, he serves as a mentor and committee member for students in the NSU Doctor of Philosophy in Physical Therapy Program. ●

Physical Therapy

Tampa

Learning to Walk a Mile in Their Prosthetic Shoes

By Mary Blackinton, Ed.D., PT, GCS, CEEAA, Associate Director, Doctor of Physical Therapy Hybrid Program

HOW DO YOU GET physical therapy students to understand what it is like to walk with a prosthesis after a below-knee [BK] or above-knee [AK] amputation? Typically, educators use books and videos of patients to explain the biomechanics of prosthetic gait. Even videos, however, cannot capture the amount of concentration, effort, and motor relearning it takes to use a prosthesis.

Enter Loi T. Ho, LP, CFO, an orthotist/prosthetist and chief executive officer of Prosthetic Design and Research. Loi uses specially designed prosthetics for non-amputees so they can experience walking with a BK or AK prosthesis. An AK amputee since birth, Loi is in the unique position to design prosthetics based on her experience. She created wearable prostheses to help non-amputees and professionals understand how prosthetics impact balance, mobility, energy expenditure, and daily living.

What was the impact on students? When the D.P.T. students wore the prosthetics, they suddenly needed close guarding or assistance by classmates to walk. “After walking with the prosthesis, I had a newfound respect for how hard people with an amputation have to work to complete everyday tasks like standing or walking,” said second-year student Harrison Ehrlich.

Second-year student Erin Vick also found it helped her focus on the person, not the condition. Second-year student Daniel Vu concurred. “Trying to walk with the modified prosthetics during lab was quite a challenge, and even frustrating at times,” he said. “It has heightened my understanding of how important it is for us, as future health care providers, to motivate and show compassion toward our patients. I can learn all I want from textbooks and lectures, but

“After walking with the prosthesis, I had a newfound respect for how hard people with an amputation have to work to complete everyday tasks like standing or walking.”

—Harrison Ehrlich
Second-Year Student

literally putting myself in the patients' shoes was a unique and invaluable experience for me.”

“Walking with Loi’s prosthetics is eye-opening even for seasoned clinicians, because it provides a kinesthetic understanding into the biomechanics of prosthetic gait,” said Tami Boudreaux, D.P.T., M.S., PT, the adjunct faculty member for patient client management post amputation

who organized the lab.

“Once the students experience the increased energy requirements, instability, and motor-control demands, they become more insightful, compassionate clinicians.” ●



Second-year student Kaitlyn Guillot experiences walking with a prosthesis while classmate David Andino-Selgao (left) looks on.



First Steps in Team Building: An Interprofessional Experience

By Joann E. Gallichio, D.Sc., PT, NCS, Assistant Professor

PROVIDING OPTIMAL HEALTH CARE for patients requires collaboration between multiple disciplines. The collaboration between different health care professionals working together to meet the patient's needs and optimize patient outcomes is referred to as interprofessional health care. Interprofessional teamwork may increase patient satisfaction and decrease the incidence of medical errors.

Interprofessional care is distinct from multidisciplinary care, which describes multiple disciplines separately working with the same patient. To facilitate interprofessional practice, organizations such as the Interprofessional Education Collaborative (IPEC) were created. They encourage health care educational programs to prepare future practitioners to embody a team-based approach to health care to improve patient outcomes.

The Doctor of Physical Therapy (D.P.T.) Program in Tampa recently implemented an interprofessional education (IPE) experience combining fourth-year D.P.T. students with speech-language pathology (SLP) students and faculty members and occupational therapy faculty members during a patient experience called Neuro Boot Camp. The experience provides real patients with chronic neurologic conditions, such as stroke and multiple sclerosis, with five intensive days of physical therapy. The term boot camp is used because it is an intensive session of 2.5 to 5 hours of daily therapy.

Incorporating other rehabilitation professionals into the boot camp allowed students to learn about the roles and

responsibilities of different disciplines, as well as practice their communication skills with various students and practitioners. Physical therapy (PT) students provided a synopsis of the patient's history, functional limitations, and physical therapy plan of care to the other disciplines. Throughout the session, they were assessed by student speech therapists and a licensed occupational therapist.

When appropriate, the other practitioners and students could conduct tests and educate the physical therapy students and patient volunteers on their findings. This IPE experience provided an excellent forum for all participants to learn from one another and to see the patient volunteers through a new lens.

Following the IPE experience, the physical therapy students met with Lynda Ross, D.P.T., D.H.S., PT, faculty member and member of the CHCS Best Practices Interprofessional Education Subcommittee, for a debriefing. The debriefing's purpose was to discover what students previously thought about the different professions, explore what they learned, and find out how their learning would influence future clinical practice. "The students recognized the importance of collaborating with other health care providers to improve quality of care, and they gained a greater understanding of the roles of both occupational therapy and speech-language pathology in patient care," said Ross, following the debriefings.

Overall, the experience was successful, and the students from both other disciplines say that they look forward to working with their physical therapy colleagues in the future. ●

Physician Assistant

Fort Lauderdale

Striking a Chord with Students: Enhancing Teaching with Music

Pamela B. Jaffey, M.D., FCAP, PA, is an associate professor in the PA Fort Lauderdale Program. She is the course director of the Clinical Laboratory Medicine course and has also taught lectures for several other courses.

AS AN ASSOCIATE PROFESSOR who has been teaching for 17 years, I was disappointed by poor student attentiveness during the early years. While I lectured, many students chatted amongst themselves, slept, or stared with glazed eyes. One of the problems was that my material could be quite dry.

I decided to spice up my class by drawing upon my musical background. Initially, I learned to play piano as a child. I received vocal training during high school and had leading roles in high school musicals. I subsequently studied voice intermittently during my medical career. I decided to set lecture content to the melodies of simple, recognizable tunes, such as *Old MacDonald Had a Farm*.

I then incorporated the songs as questions in a computerized audience response format. For the first time, students were laughing as a group while I sang about a hereditary bleeding disorder in which “Old MacDonald had a son who had many nosebleeds, and then this son had a daughter with heavy, long menses.”

This positive feedback motivated me to create more musical parodies of medical topics. In addition to the *Old MacDonald* melody, other familiar tunes have been useful as templates for descriptions of many diseases and laboratory values. Examples include *Twinkle, Twinkle, Little Star*; *Take Me Out to the Ballgame*; *Do Your Ears Hang Low*; *This Old Man*; and *Itsy Bitsy Spider*. The songs are typically associated with a question and presented in different formats.

Over the years, I found that students enjoy singing along as a group participatory activity. I have encouraged the class to

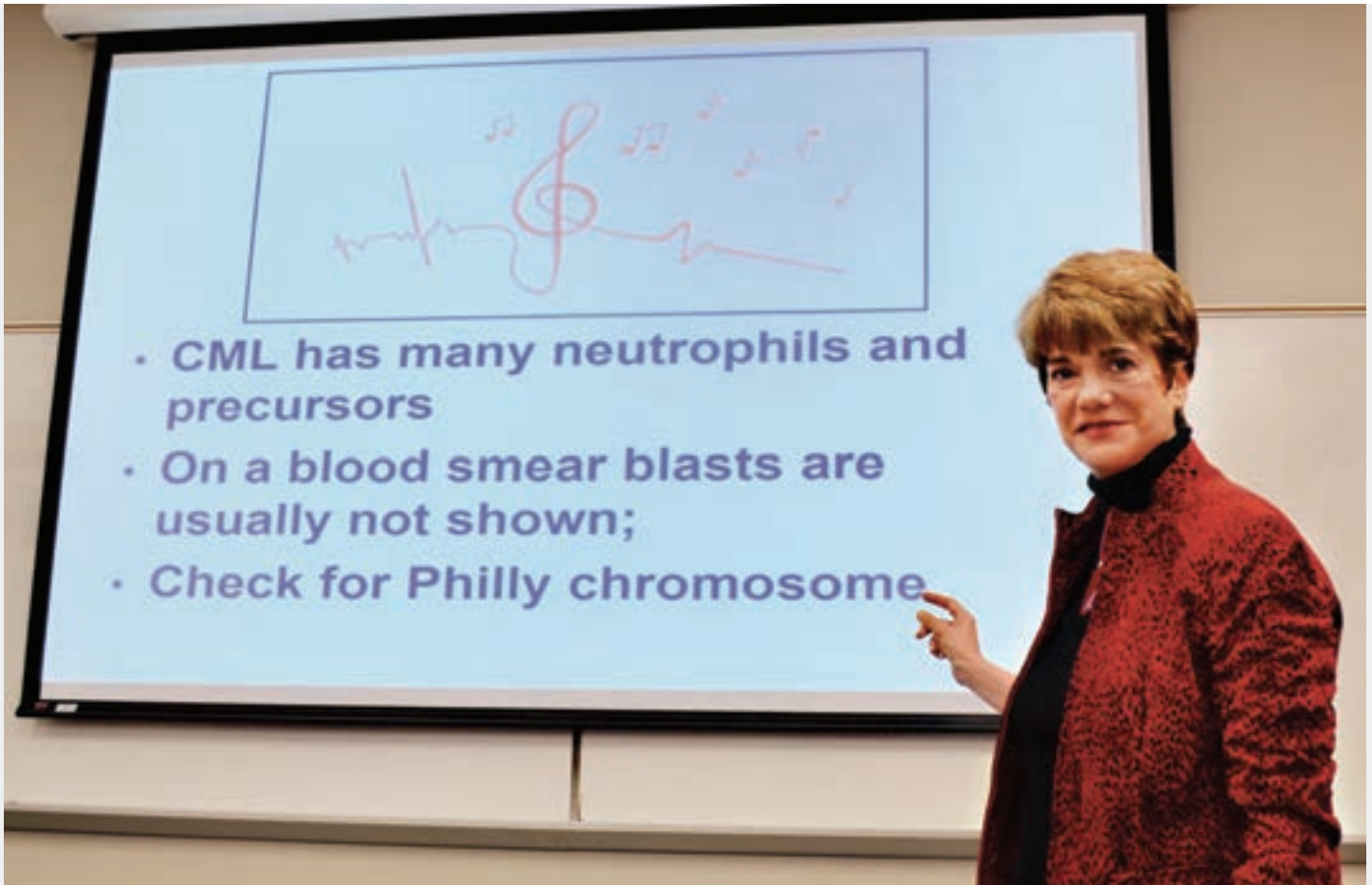
sing *Happy Birthday* to students celebrating birthdays. This simple activity promotes a warm atmosphere.

I have recently composed two original songs for piano and voice to use for teaching in additional courses. The song *An Army We Can't See* pays homage to the immune system. The initial part of the song reads, “An army we can't see, fights battles silently, they are where they need to be, to defend effectively.” The song *Three Fingers Three Pressures* describes the technique of breast examination.

In October 2014, I presented my techniques of teaching with music on a national level at an annual conference held by the Physician Assistant Education Association. Although I have not performed a study to assess whether the songs have aided in student recall of the material, I have received student feedback that has suggested this may be the case.

In a course evaluation, one student made the following comment: “The songs were catchy and went along well with the tunes I already knew. When I learned the song, I found it so much easier to remember certain facts.” Some students have mentioned that they sang the songs the evening before an exam, and others stated they had a song in their mind while taking an exam.

There are multiple ways that professors without a musical background can enhance their teaching with music. I would like to share my ideas. One suggestion is to play an instrumental recording as students are entering the classroom and settling into seats. This would pique their interest. Short videos with imagery combined with instrumental music can relax students



Pamela B. Jaffey, M.D., encourages her class to sing about CML to the tune of *This Old Man*.

and promote increased concentration. In addition, musical videos, which contain information pertinent to lecture material, are available from the Internet.

There are various ways students can play an active role in promoting the use of music in a course. If a professor sets words to a simple, well-known tune, students can sing the words themselves. The class can be encouraged by the professor to briefly sing songs that are unrelated to the course material to energize them. Another possibility is to see if any students are interested in creating a presentation for the class that combines music and course material.

If professors can sing and/or play an instrument, and either it is not feasible to perform in class, or they do not desire to do so, they can have a videotape made of their musical performance in the Health Professions Division Library. Todd Puccio, M.L.S., who is director of technical services, and Aaron Sager, B.S., who is a technical support engineer, have made excellent videotapes of my singing. This recording environment is very relaxing, as multiple attempts can be recorded, and the best is used.

I found that a break in class time, for as brief as one minute, to incorporate music goes a long way. It has helped me strike a chord with the students. ●

Physician Assistant

Fort Myers

Project S.E.E.D. Enhanced by Generous Grant from the Collier Foundation

By Kevin Hunter, M.Ed., Fort Myers Campus Director

THE PHYSICIAN ASSISTANT profession was originally created to respond to the health care provider shortage in poverty-stricken and rural areas. In 2010, the NSU Fort Myers Physician Assistant (PA) Program recognized this need close to home, in the migrant worker community in Immokalee, Florida, by establishing Project Serving Everyone, Embracing Diversity (S.E.E.D.).

Many residents of this community are at risk for accidents and morbidity from major illnesses—such as diabetes, hypertension, and cancer—due to lifestyle factors and their farming work. The PA students' first initiative was to organize a community health fair to provide safety glasses and education to protect workers at risk of infections and eye injuries, such as corneal abrasions. Since 2010, Project S.E.E.D. has grown to include more than 300 participants and 65 volunteers, including physician assistant and nursing students, who are accompanied by faculty members.

Every year, each Fort Myers PA organization has expanded the health fair, which now provides gloves and protective glasses, blood pressure and glucose testing, nutrition counseling, clothing donations, sports equipment donations from NSU's Fort Lauderdale/Davie Campus, children's activities, and bicycles, which are the primary means of transportation for many of the Immokalee residents. In addition, the 2015 PA organization expanded the health fair by working to establish connections in the local community and collaborate with the Collier County Health Department for dental hygiene, mosquito awareness, and HIV screenings.



First-year Fort Myers PA students are shown at the Project S.E.E.D. Immokalee Health Fair.

In 2016, the Student Government Association, the NSU Fort Myers Campus, and Project S.E.E.D. cochairs and students Ailiz Martin and Sydnee Prince organized the donation of 40 new bicycles, bike helmets, reading glasses, safety glasses, field hats, mosquito repellent, soccer balls, and footballs. Much of this was made possible because of the support of a Collier Foundation grant, which was applied for by Kyrus Patch, D.H.Sc., M.S.P.A.S., PA-C, program director and assistant professor. Additionally, the grant funds made it possible to offer mammogram screenings through Radiology Regional Medical Center and professional dental screenings through the Collier County Mobile Dental screening bus. ●



Cutting-Edge Apollo Simulators Improve Physical Diagnosis Skills

By Charlene Couillard, M.P.A.S., PA-C, Assistant Professor

IN JANUARY, the Fort Myers Physician Assistant Program received two new Apollo patient simulators. Kyrus Patch, D.H.Sc., program director and assistant professor, appropriately named them Buzz and Neil. The program's old simulated (SIM) patients, formerly called METImen, had experienced many deaths at the school and had finally taken their last breaths.

The new Apollo simulators allow students the hands-on experience of caring for a critically ill patient. The simulators also mimic signs and symptoms of disease and can even decompensate at times. The Apollo simulators help students practice their critical-thinking skills without putting a real patient's life at risk. While the preparation and execution of simulation requires many hours and many faculty members to run, students find they get the most reward out of them.

During their simulation exercises in previous years, the students were graded to assess knowledge of evaluation and management. During a recent seminar at the NSU Health Professions Educational Research Symposium, however, faculty members Nancy Cornett, M.S.B.S., PA-C, assistant professor, and Sylwia Bareja, M.M.S., PA-C, academic director and assistant professor, discovered other programs were using the simulators as a formative experience rather than a summative one. The Fort Myers program has since adopted this approach, enhancing the learning for students and creating less intimidation as well.

First-year student Sylvia Phommalin described the SIM experience as the "next best thing to having a real patient" as it "recreates the same environmental stress we will encounter as practitioners." Although the simulation experience is not

intended to cause stress, some students have not had this type of patient exposure in the critical care setting, so it is an exciting way to ease the students into the challenges of emergency medicine.

Student feedback is always extremely positive during SIM days. David Scott commented that the simulations "are the most realistic experience we've had since we have been here." According to Alex Reynolds, "The simulations help us to connect the dots." Logan Stephens also values the experience because it "helps us learn to work as a team during the decision-making process," she said.

With the new simulators up and running smoothly, the faculty hopes to use them nearly every week. PA student David Merkle remarked that the knowledge these simulations provide "is worth an entire week of lectures. When you consider the amount of information the first-year students have to master, that is quite a compliment." ●



From left: Physician assistant students David Merkle, Alex Reynolds, and Brittany Roberts examine the Neil Apollo simulator during a recent SIM exercise.

Physician Assistant

Jacksonville

Meet and Greet Event Benefits Incoming Students

By Chandra Griffith, M.Ed., M.S.H.R.M., PA, Program Admissions Coordinator

EACH SPRING, the incoming physician assistant (PA) students are invited to the NSU Jacksonville Campus for a weekend retention event called The Meet and Greet. This year's event, held April 8, featured a collaboration between the admission's office, the Tom Lemley Physician Assistant Student Society, and the Student Government Association. More than 75 percent of the incoming class participated.

The event's goals include creating a community among the incoming students, providing insight into the life of a PA student, introducing them to NSU Jacksonville Campus life, and assisting them in relocating to Jacksonville. The event culminates with an evening social.

During The Meet and Greet, three student panels provided information and insight into the Physician Assistant program's

first, second, and third years. Stephanie Brighton, M.S., clinical director and professor, and class of 2018 students Anna Pfaff, Karlie Lotz, and Venice Wilkes led a panel discussion on the clinical rotation year. In addition, NSU alumna Stephanie Lamm ('16) shared her experiences as an NSU Jacksonville student and spoke about her current career as a physician assistant.

To assist students in relocating and finding roommates, a housing session was coordinated. Local apartment vendors participated, allowing students to learn more about properties near the campus and to set up apartment tours. The event, now in its third year, has proven to be an added benefit to NSU Jacksonville in creating and preparing students for the PA program.



The PA program coordinated a Day in the Life of a PA Student workshop, which was presented by Justin Juelich and the class of 2018.



New students in the Jacksonville class of 2017 with Kandee Griffith (floor, right).



From left: Matt Foss, Kristin Von Pelser-Berensberg, Marlena Roman, Brittany Lassitter, a guest of Brittany Lassitter, and Kim Coggins

Physician Assistant

Orlando

Alumnus Creates Medcomic Masterpiece

By Margaret Klusman, PA, Class of 2017 Student

WHOEVER THOUGHT a medical book could make you laugh while helping you learn? *Medcomic* is a series of cartoons written and illustrated by Jorge Muniz, M.M.Sc., PA-C, who graduated from NSU's Physician Assistant Program in 2013. Termed "the most entertaining way to study medicine" by its author, *Medcomic* makes memorizing the most tedious of medical conditions and concepts enjoyable with humor and brilliant artistry. The book provides unforgettable visual representations of diseases and processes, as well as clinical pearls in text.

Muniz began drawing at a young age. In the second grade, he won first place in a school art competition. He submitted a drawing of a monster and describes the experience as one of his earliest memories of being excited to draw cartoons. Muniz was inspired by 1990's animated TV shows such as *Ren & Stimpy* and the *Looney Toons*. He designs his cartoons in a similar style, creating them to be incredibly emotive and able to convey a message.

During PA school, Muniz, a visual learner, sought pictures and diagrams in his textbooks to help him digest important medical concepts. Much to his dismay, he realized the images in his books were very plain. He became inspired to combine his passions for medicine and drawing. While doing his pediatric rotation during his clinical year, Muniz drew his first *Medcomic* cartoon.

Muniz shared his art with his classmates to aid in their studies. Professors even started incorporating his comics into their lectures. After receiving significant positive feedback, Muniz began posting his comics online. About two years later, the students and professors contacted him, requesting his art-

work in a single collection. Muniz worked toward publishing his medical cartoons and launched a Kickstarter project to raise funds and awareness.

Through the power of social media, the campaign was a huge success. Muniz utilized Facebook, YouTube, and his own website to inform his fan base and keep interest high. In the end, *Medcomic* was born. His artwork has reached audiences across the world and across medical professions.

After graduation, he began working full time as a physician assistant while continuing his artistic ventures. Muniz, who has a passion for improving medical education, continues to give back to NSU and the academic community in many ways. He enjoys being a preceptor for many NSU PA students on their clinical rotations, and he mentors pre-PA students in the application process and in preparation for interviews.

Muniz visited NSU Orlando's PA Program to assist with teaching students in the suturing lab. In addition to promoting medical education, he is proud to promote the PA profession. He thinks becoming a PA was one of his best decisions. When asked about what advice he would give a newly graduated physician assistant, Muniz provided the following comments.

"Being a physician assistant is a tremendous privilege. With experience, certain parts of your job may start to feel routine, but always keep in mind that what is routine for you is not routine for the patients," he said. "They could be experiencing a certain illness for the first time in their life. It is always important to demonstrate empathy and compassion when treating your patients. It's very fulfilling for me when patients express how much they appreciate the time I've taken to listen to their concerns."

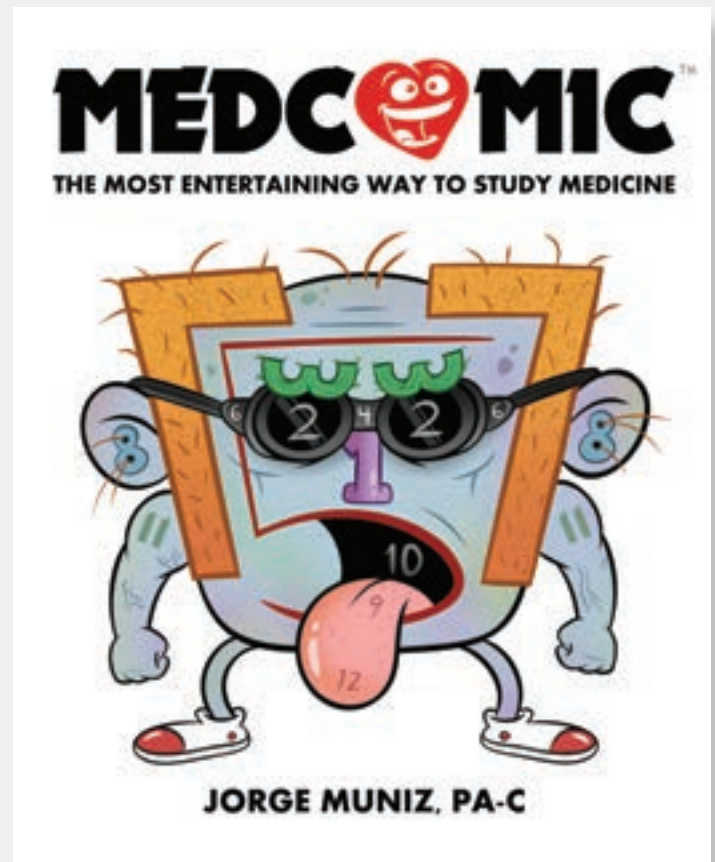


Muniz's artwork portrays many physiologic processes and disease progressions medical students struggle to memorize. He is careful to portray illnesses without being offensive to patients who are afflicted with the disease. His artwork has warmed hearts and tickled funny bones across the medical community, including paramedics, nurses, physicians, and, of course, PAs.

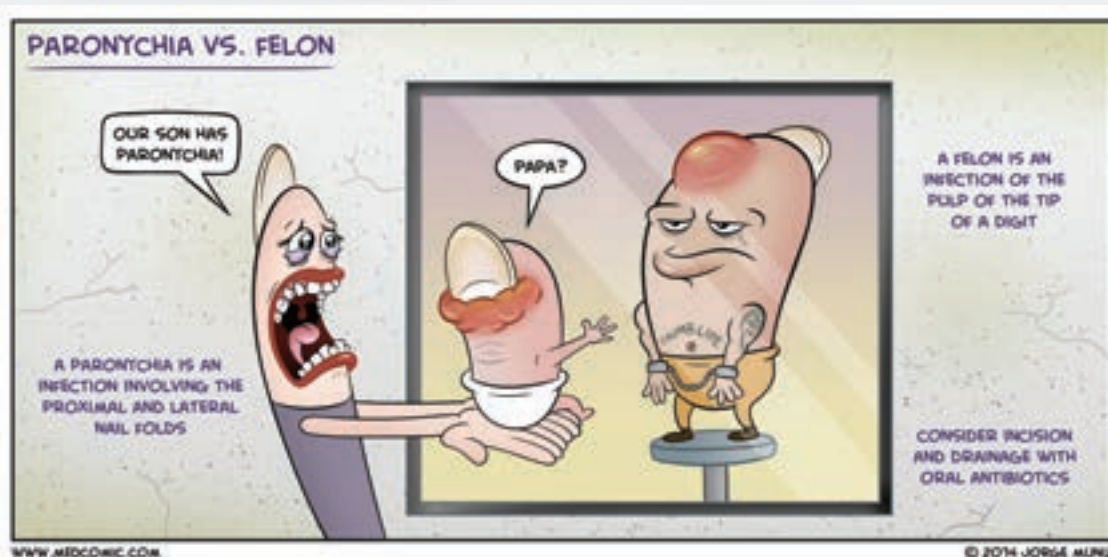
He is working on a new book and is excited to raise the bar in the way medical information is presented. The new project is an evolution of the techniques in medical cartooning Muniz has developed over the past several years. ●



Jorge Muniz



Medcomic combines original artwork and clinical pearls in text to make studying medical concepts fast and fun.



A *Medcomic* cartoon portrays the differences between paronychia and a felon.

Speech-Language Pathology

Fort Lauderdale

Student Government Association: An Enthusiastic Group Striving to Make a Difference

By Elizabeth Roberts, Ph.D., CCC-SLP, Associate Professor

A group of enthusiastic speech-language pathology (SLP) graduate students formed the Speech-Language Pathology Student Government Association (SLP-SGA) almost immediately after the Department of Speech-Language Pathology joined the College of Health Care Sciences (CHCS) in July 2015. Amid the rigorous demands of their classes and clinical responsibilities, the students made time to work together for the good of not only their group, but a number of charitable organizations, by holding events and participating in fund-raising activities.

Leading this dynamic group with Tambi Braun, SLP.D., CCC-SLP, faculty adviser, are the following SLP-SGA board members: Vanessa Ortega, president; Dilek Altay, vice president; Rayna Orsini, secretary; Sadie Vega-Velasquez, treasurer; Vanessa Romano, historian; and Jacqueline Davila and Astrid Bavaresco, fund-raising and philanthropy cochairs.

The SLP-SGA has already participated in many charity drives, events, and activities. One fund-raising event involved working with the Helping Autistic and Pancreatic Patients Internationally (HAPPI) Foundation on March 30. The HAPPI Foundation legacy was created to honor the memory of Robin Shari Parker, SLP.D., CCC-SLP—the much-beloved SLP professor who was a tremendous autism educator and an advocate for the autism community.

Parker, who died in 2014 from pancreatic cancer, served as the consulting director for the NSU satellite of the University of Miami-Nova Southeastern University Center for Autism

and Related Disabilities. Her legacy lives on through this foundation and her innumerable contributions professionally and personally.

The SLP-SGA also participated in the WalkAbout for Autism event to raise awareness and funds for the local autism community; providing stipends to students to support their attending the American Speech-Language-Hearing Association conference in Philadelphia, Pennsylvania; and coordinating a drive to create blankets for children with craniofacial anomalies entering surgery at the Joe DiMaggio Children's Hospital Cleft and Craniofacial Center.

They also put together a monthly newsletter called *The Communication Connection* that highlights the SLP-SGA's current and future activities, as well as information about SLP students, faculty members, and graduates. Additionally, the association helped establish a student lounge in the Griffin Road building, which provides students with an area to relax and escape the demands of the clinical setting.

Moving forward, the SLP-SGA is planning workshops designed to inform physical therapy and occupational therapy students about what SLPs do in the various work settings. The organization also is creating video logs on various topics pertinent to SLP students, which will be displayed in the student lounge, and organizing a speakers' series for the fall and winter semesters in which speakers, such as professors within the program as well as interprofessional educators, will speak to students to offer learning opportunities.



The SLP Student Government Association members are a lively group of students whose mission includes supporting student and faculty involvement in community service and interprofessional education experiences, while also enhancing their own graduate school experiences. ●

Pictured are SLP graduate students Heather Stewart, left, and Dilek Altay, who serves as SLP-SGA vice president, making blankets for the Joe DiMaggio Children's Hospital Cleft and Craniofacial Center.

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